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Critical Thinking Evaluation

CI 513 – Thieman

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1. The Seeing Reason tool helps to facilitate students’ critical thinking by engaging them in active conversation, use logical cause-and-effect thinking, spatial intelligence, support their ideas with evidence, and give them the tools to problem solve in the future.
2. I added a new factor in a pink box called “Time of Day” and noted with the thick increase arrow pointing to “Number of Cars” that the time of day could also decrease the number of cars if it is not a rush hour time. After reading more I realized I should have listed a specific time like “start of work commute” or “midnight” with a decrease on cars.
3. Teachers need to encourage students to be specific in the mapping and terms they use. They will log into the workspace and manage the teams, look at reports and add comments to team pages.
4. The examples give me ideas for how to use the Seeing Reason tool like the one for Richard III made me feel like this was a great tool for character analysis. This would be a great assignment for Acting I students. Why do these people act the way they do?
5. The Showing Evidence tool facilitates students’ critical thinking by preparing students to construct arguments for real-world problems, it can help students participate more critically by evaluating what they read and hear, it causes students to think more deeply within specific content areas to construct arguments, and encourages thoughtful discussion.
6. The Showing Evidence tool allows the student to link evidence and rate other claims and whether they support or refute claims and how strongly. They also allow the student to rate the claim for how strong they think it is overall and make comments about it. The teacher is also able to insert questions and comments to direct students and aid in assessment.
7. The teacher must set op their project in the teacher workspace. They can choose to populate the space with evidence and claims or leave it blank. Next the teacher must create a rubric with the class to evaluate the quality of the evidence. Some students might look for evidence during this portion while others color code and work on the rubric. Next the teacher should walk the students through how to create a full claim explaining each field. The students should then move the claim to where is belongs on the scale of supporting or refuting the evidence then explain why they put it there through ratings and comments. Discuss the support versus quality and star rating system. Finally the teacher can enter comments for the students to review and the students will have the opportunity to solidify any work.
8. I really liked the unit on *Romeo and Juliet* where students set up a claim to back a person who was supposedly “on trial” for causing Romeo and Juliet’s death. I liked that each member of the class could set up a defense for a character as well as act as jurors for the other characters represented. This seemed like a really useful way to incorporate evidence in an evaluative form that we can see visually rather than just discuss verbally.